MSL

M S L

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

2012

MSL Insight Report:
Leadership Program Delivery

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Introduction Letter

Since its launch in 2006, the Multi-Institutional Study of Leadership (MSL) has evolved from an instrument based solely on the Socially Responsible Leadership Scale measuring the Social Change Model of Leadership to one that now assesses a broader range of leadership and college outcomes and the experiences that influence them. These efforts and the collective work of MSL are a result of the shared commitment and investment made by leadership educators across the world. To date, we have collected data from over 250 colleges and universities in Canada, Jamaica, Mexico, and the United States. Various components of the MSL have also been used in China, Colombia, Italy, Japan, Kenya, Lithuania, and Turkey.

The cumulative knowledge generated from the MSL is captured across myriad publications and presentations accessible via the study website (www.leadershipstudy.net). Additionally, one of our most invaluable experiences has been speaking with leadership educators about how findings from participation in the study are being translated into practice.

The Insight Report is written for a general audience of leadership educators regardless of whether or not their campus participated in the MSL. However, for those who have participated a supplemental guide is available to take full advantage of content in the context of your campus's MSL results. The guide is an excellent tool for constructing specific considerations associated with your campus in comparison with national trends.

The purpose of this report is to synthesize study findings and "drill down" more deeply into specific influences on leadership program delivery. The report points to critical dimensions of leadership development, evidence-based practices that maximize student learning, and innovative approaches from select MSL schools that illustrate translations to practice.

In addition to the aforementioned content, the report includes critical points of reflection regarding essential skills and training to deliver high-impact learning experiences that fully consider the complex ways in which issues of privilege and oppression enter into the work of leadership education. Our goal here is to interrogate our own professional readiness for delivering leadership education that is deeply grounded in social justice.

Finally, we hope you will consider participating in the next administration of the MSL, which will take place in 2015. Participation contributes not only to your institution's effectiveness, but also the evolving knowledge-base on leadership development. Recruitment begins in March of 2014 and information can be found on our website. You can also stay in touch with the MSL through Facebook or Twitter (@mslconnection).

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Principal Investigator, Multi-Institutional Study of Leadership
Loyola University Chicago

How To Use This Report

The MSL Insight Report summarizes findings from across multiple empirical studies, however the goal is to present information in an accessible and easy-to-translate manner. Readers interested in detailed results are encouraged to consult with original publications all of which are accessible through the MSL website. Color coding is used throughout the report to differentiate between key features:

DEFINITIONS of key terms appear in call-out boxes and are green with the "i" icon. If you are already familiar with terminology, you may wish to skip this material. However, they are included for readers who may not be aware of specific content related to leadership development.

GUIDING QUESTIONS

Guiding Questions appear in call-out boxes and are yellow with the "?" icon. Each set addresses three domains all of which are essential points of reflection to advance the delivery of high quality leadership education programs.

PROFESSIONAL DEVELOPMENT:

- How equipped are you and your staff to address the topic at hand?
- What additional training and/or content knowledge might be necessary?

PROGRAM DEVELOPMENT:

- How can you improve your programs and services to better address a particular aspect of leadership development?

CRITICAL LENS:

- What assumptions underlie the work that you do?
- How do issues of privilege and oppression frame leadership education?

Setting The Context

MSL research has generated valuable evidence demonstrating what works in leadership education. Translating empirical research to practice, however, is more easily said than done. Key to this is understanding how best to target the varying domains of leadership development. Thus, the purpose of this report is to focus more narrowly on the delivery of curricular and co-curricular leadership programs.

An examination of the cumulative findings from MSL research makes one thing explicitly clear: *How educational content is delivered (i.e., pedagogy) is infinitely more important in leveraging leadership development than the platform of delivery.* Undergirding this finding are three themes that serve as the core of this report:

- Certain high-impact practices are more strongly associated with gains in leadership development than other practices;

- Leadership efficacy is as important to develop as leadership capacity and neither functions without the other;

- It is important to provide experiences that are sequenced in a way that meets students' developmental readiness and needs over time.

In the fast-paced, outcome-focused context of higher education it is not unusual to get caught up in the latest trend in program delivery. In fact, "show and tell" programs at professional association conferences, proliferation of best practices, and the general professionalization of leadership education have all contributed to a culture in which "comprehensive" leadership programs are often expected to have certain hallmark components.

However, MSL research demonstrates that one type of platform is not consistently better than another (e.g., classes vs. workshops) in developing socially responsible leadership. Investing time and money in larger-scale, longer-term, and more complex leadership program platforms simply does not translate to gains in leadership development unless equal attention is also paid to the pedagogical ways in which the program is delivered. As is the case in so much of life… it isn't *what* we do, but *how* we do it that ultimately makes a difference. The rest of this report examines the *how* of leadership program delivery emphasizing the ways in which attention to particular pedagogical approaches can enhance student learning.

LEADERSHIP: Grounded using the Social Change Model of Leadership and defined by the MSL as a values-based process in which people work collaboratively toward the purpose of creating positive social change.

LEADERSHIP DEVELOPMENT: Defined by Allen and Roberts (2011) as "a continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives" (p. 67).

LEADERSHIP CAPACITY: The knowledge, skills, and attitudes associated with the ability to engage in leadership (Day, Harrison, & Halpin, 2009; Hannah, Avolio, Luthans, & Harms, 2008).

LEADERSHIP EFFICACY: One's internal belief in the likelihood that they will be successful when engaging in leadership (Bandura, 1997; Hannah, Avolio, Luthans, & Harms, 2008).

PEDAGOGY: The facilitation of learning experiences in an intentionally designed class or program that support development of student participants. Practical applications consider both content and process (Meixner & Rosch, 2011).

PLATFORM: The format of the curricular or co-curricular experience typically associated with best-practices in leadership education (e.g., emerging leaders retreat, leadership certification programs, academic courses, lecture series).

HIGH-IMPACT PRACTICES IN STUDENT LEADERSHIP DEVELOPMENT

Consistent with the literature on student engagement (Kuh, 2009), high-impact practices are a set of pedagogical interventions that consistently demonstrate a positive influence on college outcomes (Kuh, 2008). Based on MSL research, a variety of predictors emerge as influential in shaping college students' capacities for socially responsible leadership. ***Furthermore, findings demonstrate that specific influences vary by racial group membership, which is highlighted in the diagram to the left.*** However, four student experiences can be considered high-impact practices for building leadership capacity with broad influences across gender, race, and other demographic groups:

1 **socio-cultural conversations with peers**

2 **mentoring relationships**

3 **community service**

4 **memberships in off-campus organizations**

1 socio-cultural conversations with peers

Why Are Socio-Cultural Conversations Important?

Socio-cultural conversations with peers are the ***single strongest predictor*** of socially responsible leadership capac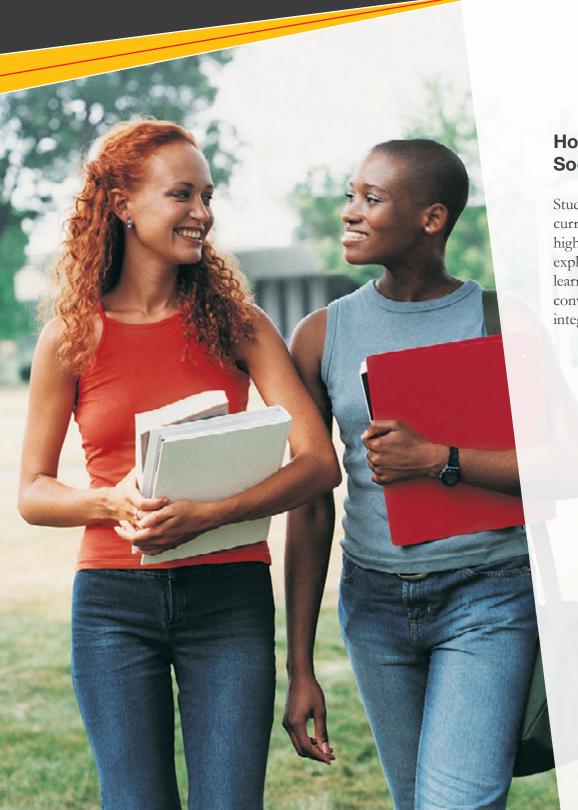ity for students across demographic groups. Socio-cultural conversations may impact leadership development because they require students to:

- clarify and articulate their own perspectives,

- seek a better understanding of others' world views,

- comprehend how personal values fit into larger social structures and perspectives, and

- discern how to work with different communities to initiate positive change.

All of these skills facilitate the exploration of self, group, and societal values important to socially responsible leadership development. They may also trigger cognitive gains as students begin to view peers as valid sources of knowledge thus promoting more complex, non-authority bound approaches to leadership.

SOCIO-CULTURAL CONVERSATIONS: consist of formal and informal dialogues with peers ***about*** differences (i.e., topics which elicit a wide range of perspectives) as well as interactions ***across*** differences (e.g., with people who have different backgrounds and beliefs than oneself). Topics include, but are not limited to, race/ethnicity, lifestyles and customs, social issues, political values, and religious beliefs.

How Do I Cultivate Socio-Cultural Conversations?

Students likely already engage in socio-cultural conversations in both curricular and co-curricular settings. The goal, then, is to model what high quality socio-cultural conversations look and feel like as well as more explicitly connect the content of these conversations to opportunities for learning about leadership. Given the significant power of socio-cultural conversations in shaping educational outcomes, they should be consistently integrated into leadership development programs. Consider the following:

- Integrate in-depth training for students who facilitate leadership education on multicultural perspectives and how to facilitate dialogue around challenging socio-cultural issues.

- Dialogues around difference should be a primary pedagogical tool for leadership education consistently embedded in programming not just used during a "diversity week." Consider how engaging differing perspectives can serve as a tool for the exploration of leadership theory, values clarification, and building interdependence.

- Explicitly unpack not just the content of socio-cultural conversations, but also the process in which they unfold. Giving equal attention to process builds capacity for and provides explicit examples of critical group skills.

? GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- How prepared are you to facilitate challenging dialogues around diversity, multiple identities, and the intersection of these identities?

- What is your own level of comfort with engaging in socio-cultural conversations with colleagues?

- How can you develop and practice these facilitation skills before employing them with students?

PROGRAM DEVELOPMENT:
- In what ways is diversity integrated throughout leadership education programs rather than isolating it to one week or segment?

- Where else are socio-cultural conversations happening on your campus and how can you connect to them?

CRITICAL LENS:
- In what ways do your campus environments and programs inhibit and/or foster socio-cultural conversations?

- Do conversations fully explore issues of privilege and oppression particularly as they relate to leadership?

- Are there underlying power dynamics playing out based on social identities in the process of socio-cultural conversations?

2 mentoring relationships

Why Are Mentoring Relationships Important?

The degree to which students reported being mentored was directly related to gains in leadership capacity. It probably isn't shocking that meaningful developmental relationships make a significant difference in students' leadership capacity. However, research also found that not all mentoring relationships have the same effect on leadership development: students from different racial groups benefited from different types of mentors. Specifically, the following types of mentors emerged as predictors of leadership capacity for the racial groups listed:

- Faculty Mentors: African American / Black, Asian Pacific American, and White students

- Student Affairs Mentors: Multiracial students

- Peer Mentors: Latino students

MENTORING RELATIONSHIPS: The MSL defines a mentor as "a person who intentionally assisted the student's growth or connects the student to opportunities for career or personal development." Students may be mentored by faculty, staff, employers, family members, community members, and/ or peers.

How Do I Cultivate Mentoring Relationships?

Fostering positive mentoring relationships with students can be tricky. It begins by not assuming that because someone wants to be a mentor they are capable of doing so. In fact, most powerful mentoring relationships develop organically. Still, leadership educators can make a difference by purposefully creating a context for mentoring and specifically focusing it on leadership development. Consider the following:

- Communicate with mentors about explicitly mentoring students for leadership. This involves complex and open discussions that prepare students to negotiate authority relationships, navigate social systems, and build resilience.

- Help students understand the benefits related to mentoring and provide them with the information and skills necessary to establish these relationships on their own.

- Do not presume that mentors have the ability to engage across difference in ways that support students from marginalized identities. Explicitly prepare mentors to acknowledge the ways in which power, privilege, and oppression are often embedded in leadership.

? GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- What strategies do you employ to specifically mentor students for leadership?

- Are staff and faculty responsible for delivering leadership programs adequately trained to be effective mentors?

PROGRAM DEVELOPMENT:
- In what ways could you create more opportunities for faculty/staff and student contact?

- How well-defined are the goals and outcomes of mentoring relationships, specifically related to leadership development?

CRITICAL LENS:
- Are patterns in the types of mentoring relationships that matter across identity groups a function of campus climate, compositional diversity, or other institutional factors?

- Can students find mentors who reflect their social identities on campus?

3 community service

Why is Community Service Important?

Involvement in community service experiences consistently emerge as strong predictors of leadership capacity. However, it isn't the act of simply doing service that matters. Educators must create opportunities that reflect the values of the leadership constructs being taught. The quality with which the experience is processed is of equal importance. Community service experiences are particularly powerful because they have the potential to:

- develop critical group-related skills,

- deepen personal commitments to specific issues,

- build resilience for working in complex systems to create change, and

- disrupt assumptions about social systems and how they operate.

How Do I Cultivate Community Service?

- Construct experiences in which students work **with** individuals and communities as opposed to working **for** them. The nature of the experience should parallel the values of leadership being taught.

- Incorporate critical reflection as a tool for students to interrogate their personal values and challenge normative assumptions.

- Explicitly process experiences in the context of leadership. Examine what additional leadership knowledge and skills are necessary as well as how to sustain difficult and complex work.

COMMUNITY SERVICE:
The MSL collects data on whether students participate in community service, how often, and through what venues. Students may be engaging in community service on- or off-campus and with varying frequency from one-time events to ongoing commitments.

? GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- To what extent are you prepared to create on-going, reciprocal community partnerships?

- What issues do you need to gain knowledge about to create an informed service experience?

PROGRAM DEVELOPMENT:
- Are there significant differences across student populations engaged in community service on your campus?

- Are the types of service in which you engage congruent with the type of leadership you are teaching? How best can you align this?

CRITICAL LENS:
- How do you address the socioeconomic, cultural, and power differences that are embedded in community service experiences which involve "helping" a disadvantaged community? How does this impact students who may be from or perceived to be from the communities being served?

- In what ways can patriarchal, deficit-based perspectives be eliminated in service programs being offered?

4 memberships in off-campus organizations

Why Are Memberships in Off-Campus Organizations Important?

The importance of off-campus involvement experiences reflects the opportunity to apply leadership learning in "real world" environments. Perhaps more importantly, off-campus organizational memberships emerged as particularly influential for students of color potentially aiding them in navigating the pervasive whiteness frequently encountered on predominantly white campuses. Off-campus affiliations may serve as critical social linkages to identity-based communities offering support, learning opportunities, and the ability to give back.

OFF-CAMPUS ORGANIZATIONS:
Off-campus involvement is defined as engaged membership in community-based or work organizations unaffiliated with the college or university. Examples of off-campus organizations include unions, church groups, parent-teacher associations, and community action groups.

How Do I Cultivate Membership in Off-Campus Organizations?

The emergence of off-campus organizations as a significant contributor to leadership capacity presents an interesting dilemma for educators who typically have little control over the presence or nature of these experiences. It suggests the need for a two-tiered approach for capitalizing on their effect. First, educators must examine the nature of their campus environments and ways in which campus climate may constrain the leadership development of students of color and/ or push them to find experiences that best meet their needs. Second, not all involvement off campus is a function of negative campus experiences. This type of involvement is powerful in its own right. Educators should encourage students' involvement in off-campus organizations rather than attempting to direct their involvement solely on campus. Consider the following:

- Actively include questions about off-campus affiliations in developmental advising meetings encouraging students to integrate learning from these experiences with campus-based learning.

- Openly examine the importance of off-campus organizations in students' lives and the ways in which these experiences enhance and/ or compensate for their campus-based experiences. Situate these experiences as legitimate and of deep value to leadership development.

❓ GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- How familiar are you with the types of off-campus organizations with which your students are affiliated?

- Are you informed enough to make explicit linkages between campus-based leadership experiences and those occurring off-campus?

- How comfortable are you with naming issues of race and inviting conversations regarding the ways in which campus climate and/ or pervasive whiteness may influence how students experience on-campus involvement?

PROGRAM DEVELOPMENT:
- Does program content overuse examples from campus-based organizations? Do reflection prompts offer opportunities for students to integrate knowledge and experiences from off campus into their learning?

CRITICAL LENS:
- Are certain types of off-campus involvement experiences preferenced over others and to what extent does this reflect identity-based issues?

- In what ways does your campus community send explicit or implicit messages of legitimacy that discourage on-campus involvement among students of color?

- To what extent does membership in on-campus organizations require assimilation by students of color to dominant norms?

LEADERSHIP EFFICACY

LEADERSHIP EFFICACY: Derived largely from the work of Bandura (1997), efficacy examines individuals' internal beliefs and assessments of their likelihood of success when engaging in a particular task. Leadership self-efficacy (LSE) extends this scholarship to the specific domains of the leader role and the process of leadership. LSE, or one's internal belief in the likelihood that they will be successful when engaging in leadership (Bandura, 1997; Hannah et al., 2008), gained significant attention in the past five years as researchers began to explore gaps between whether someone *could* do something and whether they *did* do something.

Why Is Leadership self-efficacy (LSE) Important?

Leadership self-efficacy (LSE) is a key predictor of gains in leadership capacity as well as a factor in whether or not students actually enact leadership behaviors. Students with low LSE may be unwilling to participate in leadership activities or further develop their skills. In other words, if students don't believe that they can be successful, they likely won't even try. Furthermore, students' LSE can be empowered or constrained based on pervasive messages from our social context that create normative assumptions about what leaders should look like and how they should behave. These messages can have particularly adverse effects on students from traditionally marginalized populations. LSE is critical as it contributes to:

- increased motivation to enact leadership behaviors,

- gains in leadership capacity as well as performance, and

- the ability to reject negative external feedback including stereotype threat.

What Cultivates LSE?

The majority of leadership interventions target leadership capacity and/ or behaviors. These remain important goals, but if not coupled with intentional efforts to simultaneously build LSE, students will reach developmental plateaus. The good news is that scholars find LSE to be incredibly malleable (Hannah et al., 2008; Machida & Schaubroek, 2011). The difficult reality is that functionally building LSE is complex and takes time.
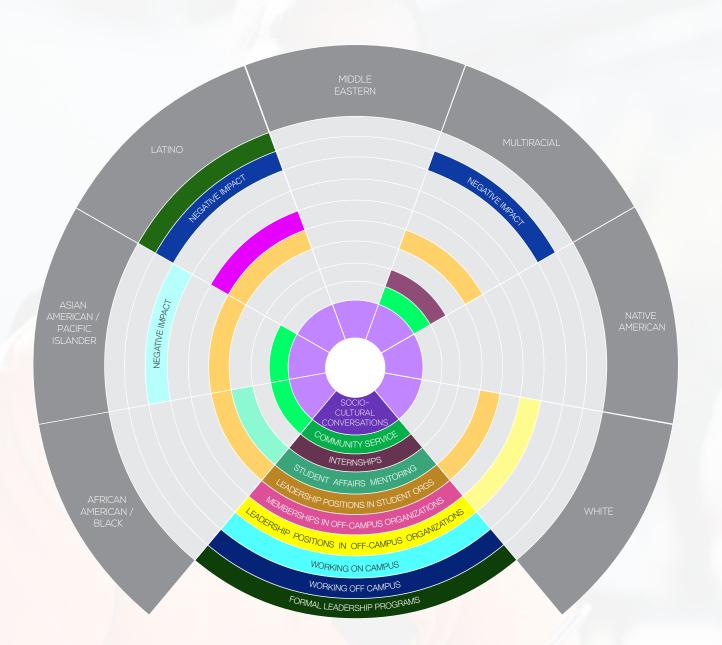
Two critical experiences contribute to gains in LSE across almost all demographic groups:

- **POSITIONAL LEADERSHIP ROLES:**
  These experiences allow students to practice "being a leader" and thus develop more confidence for future engagement.

- **SOCIO-CULTURAL CONVERSATIONS:**
  These experiences provide a context for students to develop greater confidence in their communication skills and ability to effectively navigate diverse and complex topics.

MIDDLE
EASTERN

MULTIRACIAL

LATINO

NEGATIVE IMPACT

NEGATIVE IMPACT

ASIAN
AMERICAN /
PACIFIC
ISLANDER

NEGATIVE IMPACT

NATIVE
AMERICAN

SOCIO-
CULTURAL
CONVERSATIONS

COMMUNITY SERVICE

INTERNSHIPS

STUDENT AFFAIRS MENTORING

LEADERSHIP POSITIONS IN STUDENT ORGS

MEMBERSHIPS IN OFF-CAMPUS ORGANIZATIONS

LEADERSHIP POSITIONS IN OFF-CAMPUS ORGANIZATIONS

WORKING ON CAMPUS

WORKING OFF CAMPUS

FORMAL LEADERSHIP PROGRAMS

AFRICAN
AMERICAN /
BLACK

WHITE

In addition to the aforementioned, there is significant variation in what predicts LSE based on racial group membership. Of critical importance for educators is the ability to design educational interventions that reflect the varied needs of student populations and avoid one-size-fits-all approaches.

? GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- Do you understand the difference between LSE and leadership capacity as well as the different effects of interventions on each construct?

- Are you prepared to engage in developmental advising as a tool to build LSE?

- Can you identify the ways in which social systems may create different starting points and needs in terms of students' LSE?

PROGRAM DEVELOPMENT:
- Do students have opportunities to "practice" leadership in safe environments with limited implications?

- In what ways do your programs push beyond skill-building and knowledge acquisition to target critical psychological constructs like LSE?

- How do your programs push students to consider deeply their internal beliefs related to LSE?

CRITICAL LENS:
- What explicit and implicit messages do women, LGBT students, and students of color receive about their ability to be leaders from participation in your leadership programs?

- Are positional leadership roles on campus largely occupied by students from dominant groups?

- Are experiences off-campus and with identity-based organizations validated as important for LSE?

DEVELOPMENTAL READINESS AND SEQUENCING

DEVELOPMENTAL READINESS: The degree of psychological and intellectual preparedness allowing individuals "to attend to, make meaning of, and appropriate" the knowledge, skills, abilities, and attributes necessary for successful leadership (Hannah & Avolio, 2010, p. 1182).

DEVELOPMENTAL SEQUENCING: The delivery of leadership development interventions in a manner that reflects increasing complexity of content and pedagogy that compounds and builds upon itself.

The terms developmental readiness and developmental sequencing are not new concepts in the leadership development scholarship, but they have gained significantly more attention in the past few years. Both reflect the need to purposefully design educational interventions in ways that reflect increasing levels of complexity for which students are prepared. They also acknowledge the complex process of leadership development and its roots in developmental constructs such as cognition and identity formation.
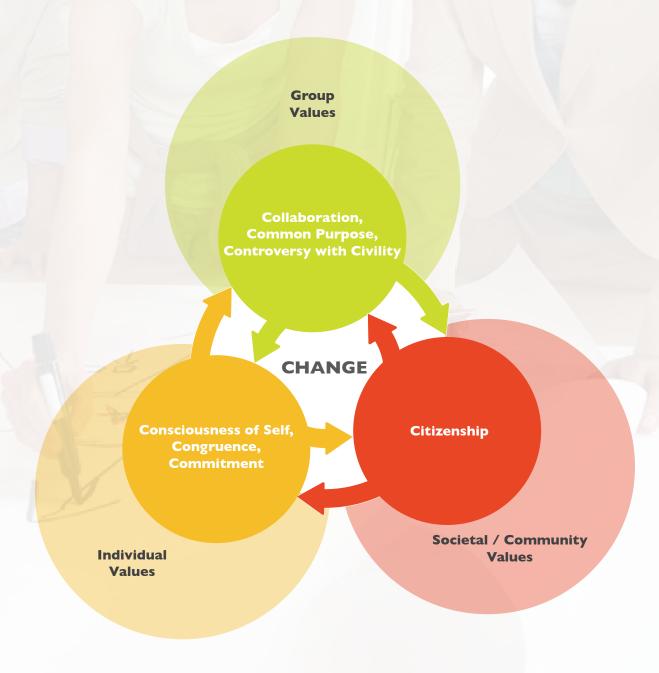
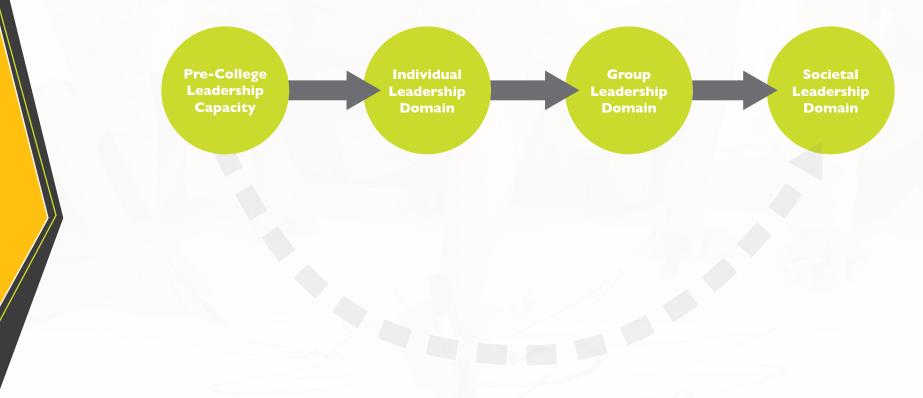## Why Are Developmental Readiness and Sequencing Important?

Literature on developmental readiness and sequencing provide greater insight into how best to design, target, and deliver leadership interventions with the potential to maximize participant learning. Key to this is recognizing the need to move away from one-size-fits-all program designs, assumptions that quantity of time on task equates to learning, and that exposure to complex topics automatically elevates the sophistication of meaning-making. For example, some topics may be too complex for less experienced students to process and benefit from, while content that is too simplistic may cause students to "tune out" or plateau in their learning. The burden for targeting content and pedagogy falls on the shoulders of leadership educators and requires substantive attention to meeting students where they are in their developmental journeys.

How Do I Cultivate Programs Based on Developmental Readiness and Sequencing?

MSL findings support the need for developmental sequencing of leadership interventions as well as basing content and pedagogy of interventions on the developmental readiness of participants. Intentionally addressing this means directing attention to how theoretical/ conceptual models are delivered as well as the developmental constructs that influence leadership theory.

MSL research is grounded in the social change model of leadership development (HERI, 1996). The original social change model posited three knowledge, skill, and attitude domains associated with leadership development (i.e., individual, group, and societal) with dynamic interactions occurring between and among them.

Group
Values

Collaboration,
Common Purpose,
Controversy with Civility

CHANGE

Consciousness of Self,
Congruence,
Commitment

Citizenship

Individual
Values

Societal / Community
Values

Sequential Orientation of the Social Change Model

MSL research suggests that the process of leadership learning is much more sequential than originally conceived in the social change model with students' pre-college leadership capacity largely informing only individual leadership capacities. Individual capacities strongly influence group capacities, which in turn influence societal capacities. There were no direct relationships between individual and societal capacities as the relationship was fully mediated by group-level leadership capacities.

Students likely still recycle through domains to revisit earlier capacities, but the primary mode of learning builds sequentially from individual to group to societal domains. Thus, students may be introduced to ideas related to group and societal leadership, but movement into these arenas in depth should not occur until knowledge, skills, and attitudes associated with the preceding domains are sufficiently developed.

The content and pedagogy of leadership should flow from these assumptions. For example, a service program grounded in community action research would likely be developmentally inappropriate for students early in the leadership development process particularly if they had not sufficiently developed the self-awareness and group-process skills necessary to successfully engage around complex social issues in the community.

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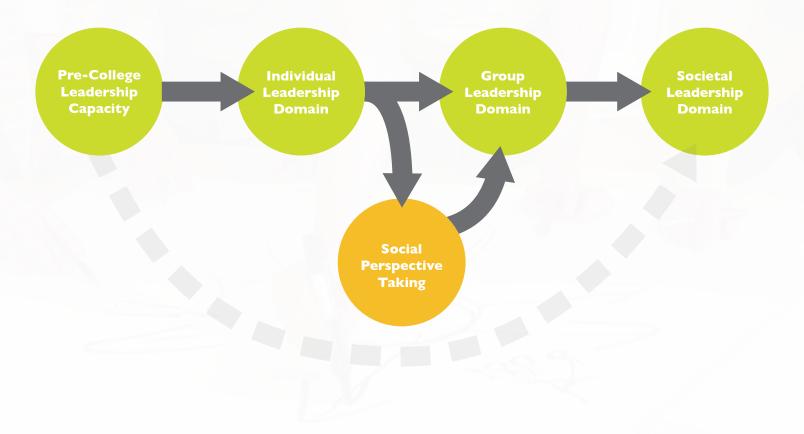## Psychological Factors Influencing Developmental Readiness

This report has already detailed the critical role that leadership efficacy plays in cultivating leadership capacity and the ways in which different student populations draw on different experiences during college to build efficacy. MSL research demonstrates the varying influences of other psychological factors (e.g., social perspective-taking, resilience, collective racial esteem) as critical mediators of leadership learning as well.

For example, social perspective-taking and resilience both play roles in the sequential orientation of the social change model presented in this document. Resilience emerges as an important by-product of development in the individual domain demonstrating the broad benefits of leadership education for college students.

Resilience

Pre-College Leadership Capacity

Individual Leadership Domain

RESILIENCE: The characteristics that enable one to persist in the midst of adversity and positively cope with stress.

SOCIAL PERSPECTIVE-TAKING: A higher order cognitive skill reflecting the ability to take another person's point of view as well as accurately infer the thoughts and feelings of others.

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┌─────────────┐      ┌─────────────┐      ┌─────────────┐      ┌─────────────┐
│ Pre-College │ ───▶ │ Individual  │ ───▶ │    Group    │ ───▶ │  Societal   │
│ Leadership  │      │ Leadership  │      │ Leadership  │      │ Leadership  │
│  Capacity   │      │   Domain    │      │   Domain    │      │   Domain    │
└─────────────┘      └─────────────┘      └─────────────┘      └─────────────┘
                            │                    ▲
                            ▼                    │
                        ┌─────────────┐
                        │   Social    │
                        │ Perspective │
                        │   Taking    │
                        └─────────────┘
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Social perspective-taking serves as a critical mediator of development between the individual and group domain. Some students demonstrate an ability to apply individual capacities in a group context directly, but others need to acquire competence with social perspective-taking in order to do so. This suggests the need for educators to address perspective-taking as a crucial, intermediate learning outcome associated with developmental readiness in the process of leadership development.

❓ GUIDING QUESTIONS

PROFESSIONAL DEVELOPMENT:
- To what extent are you familiar with concepts of human capacity building as well as cognitive and identity development?

- What is your comfort level with identifying which content and pedagogical approaches are most appropriate for different developmental levels?

PROGRAM DEVELOPMENT:
- Are your programs intentionally designed to meet the needs of students at various levels of developmental readiness?

- How can you alter the content or pedagogy within existing programs to be more developmentally appropriate as well as compound appropriately in complexity?

CRITICAL LENS:
- How can you avoid using class level (e.g., freshmen, seniors, etc.) as the default category for differentiating opportunities for students at various levels of experience and cognition?

- What assumptions about students' identities inform the developmental sequencing of leadership programs?

IN THEIR OWN VOICES...

Research stemming from the MSL enhances evidence-based practice by validating existing leadership program content and pedagogies as well as offering recommendations to evolve the quality of programs. However, our work is only as good as its influence on practice. The sections that follow share information on how two campuses are approaching leadership development and bringing to life the findings discussed in this report.

BGSU®

BOWLING GREEN STATE UNIVERSITY

The Sidney A. Ribeau President's Leadership Academy (PLA) at Bowling Green State University is a four-year leadership development program that encompasses classes, workshops, experiential learning, community service, mentoring, and campus engagement. The scholars in the PLA are all traditionally-aged college students. The curriculum is delivered through cohort-based teaching and focuses on specific learning outcomes that are developmentally appropriate. The program content is structured around the ideals of servant leadership and incorporates a variety of other leadership theories including the social change model, the relational leadership model, and the leadership challenge.

First Year

During the first year of the program, students read *The Student Leadership Challenge*, the individual values chapters of *Leadership for a Better World*, and an overview chapter of the relational leadership model from *Exploring Leadership*. A course packet of reading related to servant leadership and diversity supplement these texts. These reading are discussed during the month long summer bridge program, during a 16-week first-year seminar course, and during 15 bi-weekly cohort meetings. Developmentally appropriate learning outcomes are established in the first two domains of Bloom's taxonomy (Remembering, Understanding).

To augment these readings, scholars are expected to plan and execute a service project. Throughout the planning process connections are made to the various readings that highlight the interaction between the individual leader and leading within a group. A strong emphasis is placed on the process students use to complete the project, regardless of the project's outcome. Students are challenged to abandon traditional views of leadership and understand the power of collective leadership and group dynamics.

Second Year

During the second year of the program students read the group values chapters of *Leadership for a Better World* and chapters from *Exploring Leadership* that focus on working in groups. The second-year curriculum concentrates on developing and leading within groups. The curriculum is delivered in 15 bi-weekly cohort meetings and specific learning outcomes are established in the third and fourth domains of Bloom's taxonomy (Applying, Analyzing).

During the second year, scholars are engaged in small group projects related to curriculum instruction. In these settings they are provided feedback on how they are implementing group leadership skills, consensus building techniques, and conflict management strategies. A strong emphasis is placed on the various roles that exist within groups and how to navigate between roles.

Third Year

During the third year of the program students read the societal values of *Leadership for a Better World* and *Learning as a Way of Leading* as they begin to transition their leadership to external audiences. These texts connect the role of social justice in leadership and the content is used to connect all of the previous theories to the concept of social change. The curriculum is delivered in seven bi-weekly cohort meetings (one semester) and specific learning outcomes are established in the fifth domain of Bloom's taxonomy (Evaluating).

The third year of the PLA represents a significant transition in the developmental tasks of scholars. Students are expected to be actively involved in campus leadership roles and applying their knowledge throughout the community. Internally this group begins the arduous task of planning and executing the annual departmental retreat. This process includes all consensus based decision-making, project planning and implementation, curriculum design and facilitation, and learning assessment and evaluation. Emphasis is placed on helping students understand their responsibility to use their leadership for the betterment of others.

Fourth Year

The capstone year of the PLA is centered on the sixth domain of Bloom's taxonomy (Creating) as the senior cohort executes the departmental retreat, plans and executes a service project, and synthesizes their learning in a colloquium presentation. Seniors read *The Four Agreements* as a capstone reflection text as they begin to define their personal leadership agreement.
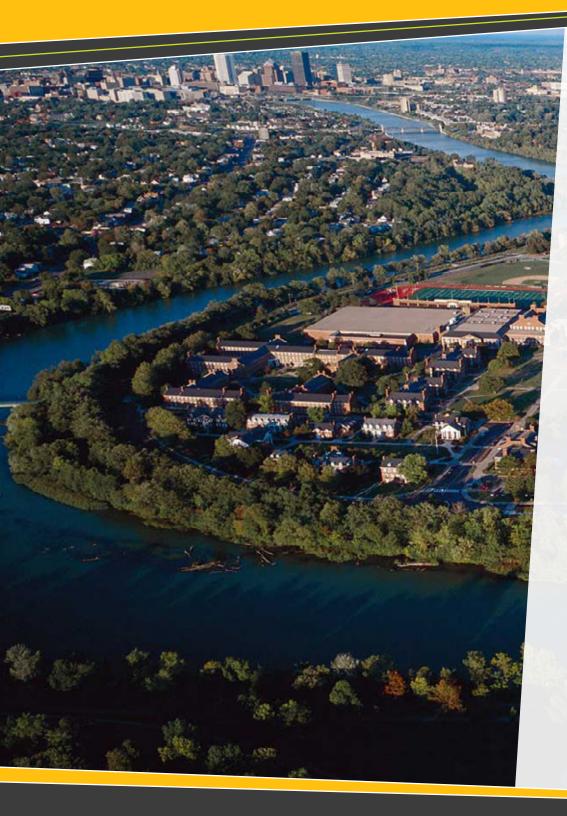
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The Rochester Center for Community Leadership educates students to become engaged citizens and leaders capable of creating positive social change in their communities. Through sustainable university and community partnerships, the Center cultivates the skills, experiences, and resources necessary to achieve innovative solutions to complex societal problems. We envision a world in which people of diverse backgrounds and perspectives collaborate to improve their communities. The Center coordinates initiatives in the areas of leadership, civic engagement, and community service, connecting students with communities on campus, throughout Rochester, across the country, and around the world. The programs listed below are but a few of the offerings of the Center and reflect the developmental sequencing and readiness discussed in this report along with many of the other recommendations from MSL findings.

Slingshot to Success

Slingshot to Success is an orientation program designed to provide entering freshmen with the knowledge to explore various opportunities, and to guide them to become contributing members of the campus community. Following the mantra of non-positional leadership, sessions focus on time management, how to be a good member and goal-setting, allowing students to build practical skills necessary for success in various college settings.

Peer-to-peer mentoring and facilitation is especially conducive to student learning. The program is completely implemented by the members of the Center's Student Leadership Advisory Board, and additional undergraduate students are selected to serve as mentors to Slingshot participants. The students facilitate all sessions and provide insight into campus involvement based on their own experiences. Participants particularly enjoy the synergy between presentation of skills and conversations with upper-class students. In addition to the sessions, freshmen have the opportunity to sign up for an upper-class mentor to help guide them through the early months of their first year at Rochester. The program is also designed to feed into other leadership programs currently on campus.

Compass to Personal Success

The University of Rochester recognizes the need to increase the capacity of individuals to take leadership roles in various academic, social, and professional contexts, both while on campus and beyond. We believe that leadership can be learned through formal classes, community-based leadership opportunities, mentoring, and internship settings, as well as through a range of collaborative leadership activities. The undergraduate college boasts over 200 clubs and organizations, in which the vast majority of students are involved. Prior to 2008, we did not have a "long term" developmental program that would help students develop their potential in organizations and clubs on campus. Following the CAS standards, the Rochester Center for Community Leadership developed a multi-year, co-curricular leadership development program to fill that void. The program is rooted in the social change model and intentionally includes skills-based workshops, peer mentoring, community service, and internship settings for a comprehensive and experiential approach to developing leadership skills. Students formally apply to the three-year program. Accepted students join a cohort of approximately 20 students who progress through together, learning individual, group, and communal leadership values.

Rochester Urban Fellows Program

The Rochester Urban Fellows Program began in 2001 in partnership with Rochester's Nineteenth Ward Community Association, Leadership Rochester, and the Rochester Area Community Foundation. The program was inspired by the Saguaro Seminar, led by Harvard scholar Robert Putnam, which examined the deterioration of civic participation in American society and suggested remedies. The Urban Fellows program engages students in the civic life of Rochester, promotes learning about cross-cultural issues, and fosters an appreciation for urban living. Now approaching its 13th year, the program continues to build on its founding principles through active participation in governmental, social, and cultural activities. Programmatically, students intern four days per week with community-based organizations, participate in weekly urban issues seminars and related experiential programming, and prepare an end-of-program poster to present at Rochester City Hall.

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MOVING FORWARD

At its heart, leadership development is about building human capacity and the process of social mobilization. It prepares individuals and groups to navigate and hopefully alter for the better the complex social systems in which we reside. Yet, educational institutions continue to naively hope that leadership development will miraculously occur simply as an educational or maturational by-product. For those of us working in leadership education, we know this is hardly the case.

This report offers evidence-based insights into how to structure the design, content, and delivery of leadership programs to maximize student learning. Findings from the Multi-Institutional Study of Leadership emphasize the following:

- Certain high-impact practices are more strongly associated with gains in leadership capacity than other practices;

- Leadership efficacy is as important to develop as leadership capacity and neither functions without the other;

- It is important to provide experiences that are sequenced in a way that meets students' developmental readiness and needs over time.

Integrating the above principles into the practice of leadership also requires a deep understanding of the social systems in which leadership development occurs. The content and pedagogies of leadership must attend deeply to marginalized voices and ideas, reflect an understanding of the socio-historic and contextual influences of organizational environments on leadership, and demonstrate asset-based and agentic approaches. This requires a centering of considerations of social identity in leadership development work. To accomplish this, leadership educators must possess an understanding of their own positionality as well as the ability to engage in critical self-reflection.

As we continue to evolve our collective knowledge on leadership development we must push to better integrate what we know with what we do. Perhaps no other group of educations are better prepared than those working in the arena of leadership to engage in the life-long learning that this requires.

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